



Liberia Teacher Training Program

Tracer Study of Female Scholarship Recipients

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March 23, 2015

This publication is produced for review by the United States Agency for International Development. It was prepared by the Liberia Teacher Training Program II.

This report was made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the Liberia Teacher Training Program II (LTTP) and do not necessarily reflect the views of USAID or the United States Government.

MCSS	Monrovia Consolidated School System
MoE	Ministry of Education
EMIS	Education Management Information System
USAID	United States Agency for International Development

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Executive summary

Monitoring, Evaluation, and Research (MER) department of the USAID-Liberia Teacher Training Program II (LTTP) completed this study in early 2015. The study traced the females who had received education scholarships from LTTP and graduated in 2012 and 2013 from the Teachers College at the University of Liberia. The MER team followed up with these graduates to find out whether they gained employment in the education sector and, if so, what the nature of their current employment is. The study also collected information on the challenges that unemployed graduates faced in seeking education work. The graduates who had employment shared their perceptions on how well their university training prepared them for their professional roles.

The MER team interviewed 31 graduates, of whom 22 had employment in education sector and nine were unemployed. Employed graduates reported that they work in a variety of roles, including as private school teachers and school administrators (e.g., principals, vice principals, and registrars), public school teachers, District Education Officers (DEOs), and trainers. Most of the employed graduates obtained their positions either in their final year as students at the University of Liberia or after graduation.

The nine graduates who were unemployed at the time of the interviews reported various reasons for their unemployment. These reasons include that graduates:

- were on stand-by for employment from the MoE;
- could not find positions, because the MoE suspended the hiring of new teachers or staff;
- could only find positions in places in which they did not want to work.

Additionally, the study investigated how well certain university courses prepared currently employed graduates for their professional roles. Note that currently employed graduates were divided almost equally between those who had specialized during their degree program in primary education and those who had specialized in secondary education. Overall, graduates felt that their coursework prepared them well or moderately well for their work as educators. Graduates felt particularly positive about the role that the three following elements of their undergraduate program played in preparing them for their professional roles: a) practice teaching, b) a course on instructional materials for teaching, and c) a course on guidance.

In sum, the study revealed that the majority of scholarship recipients successfully joined the education sector after graduation. However, some graduates were unable to find education jobs at all or under circumstances they deemed acceptable. Only a few of the scholarship recipients became employed as teachers in public schools, while many graduates work in private schools. Finally, the unemployed graduates represent a pool of qualified teachers who may still be interested in joining the public teaching force in the future if positions become available.

Background

Among Liberia's teachers, females are severely under-represented at all school levels from primary school to university. Females made up only 12% of public primary school teachers in 2013, with county level estimates ranging from a mere 3.9% in River Cess to 36.5% in the Monrovia Consolidated School System (MCSS) (MoE Statistics for the Republic of Liberia, 2013, p. 15). At the secondary level, only 4.5% of public school teachers were women in 2013, ranging from 0% in River Cess to 10.9% in MCSS (MoE Statistics for the Republic of Liberia, 2013, p. 22). Some of the factors contributing to this situation include low retention of female students at primary and secondary school levels and limited funding support for post-secondary education. Both of these factors restrict the pool of females who can enter rural teacher training institutes or universities to train to become teachers.

To address the shortage of female teachers and as part of its capacity-building efforts within the education system, the USAID-Liberia Teacher Training Program II (LTTP) began in 2011 to provide scholarships to 140 female undergraduate students attending the Teachers College at the University of Liberia and Tubman University. The goal of the scholarship program was for female beneficiaries to join the teaching force, particularly in public schools, upon completion of their university studies.

This study examined the extent to which this goal was reached by investigating whether female scholarship recipients who graduated in 2012 and 2013 ultimately found jobs in the education sector after graduation. The study also investigated the employment-seeking experiences of graduates who are unemployed. Finally, the study also collected graduates' perceptions of how well their courses and other program experiences prepared them to be effective educators.

Objectives of the study

One aim of the scholarship program was to help prepare more women to serve in the Liberian education system. This study investigated the extent to which this goal was achieved by learning whether 2012 and 2013 female graduates, who had received USAID-LTTP-provided scholarships, were employed as teachers in public primary or secondary schools or in other roles in the education system after their university studies. More specifically, the study is designed to answer the following questions:

1. What are the percentages of 2012 and 2013 female education graduates who received USAID-LTTP-provided scholarships who are now employed as:
 - a. Preschool, primary, or secondary school teachers in *government* schools?
 - b. Preschool, primary, or secondary school teachers in *non-government* schools?
 - c. School administrators (e.g., registrars, vice principals, or principals) in *government* schools?
 - d. School administrators (e.g., registrars, vice principals, or principals) in *non-government* schools?
 - e. Other types of workers (either in or outside the education sector)?
2. What inhibited these graduates in obtaining various types of employment?
3. How well do graduates who obtained employment in the education sector feel that their undergraduate program prepared them for their work roles?

Subsequent sections of this report present and discuss the findings related to each of these research questions.

Methodology

As part of this research study, LTTP's Monitoring, Evaluation, and Research (MER) team interviewed 31 females who received USAID-LTTP-provided scholarships and who graduated from university in 2012 and 2013. Of the 140 scholarships that LTTP awarded to female students starting in 2011, 39 recipients graduated in 2012 and 2013, all from the University of Liberia. All 39 of these graduates were eligible to participate in this study and the MER team successfully contacted 31 of the 39 graduates; the other 8 could not be reached for interviews.

Data was collected through telephone-based interviews, and the MER team used tablets to capture the responses of interviewees. The full questionnaire developed for the interviews included a combination of close-ended and open-ended questions on a graduate's employment status in the education sector, on the process of seeking employment in education, and on the preparation they received during their university training to work in education. The questionnaire (see Annex) yielded both quantitative and qualitative information on participants. Prior to conducting the study, the questionnaire was piloted on additional scholarship beneficiaries (50 people in total, 25 graduates and 25 recipients who were still in school). In addition, the study's design and data collection tools were shared with and approved by FHI 360's Protection of Human Subjects Committee and the Institutional Review Board of the University of Liberia for approval.

Following data collection, the quantitative data obtained from responses were analyzed using Microsoft Office Excel in order to develop the summary tables presented and discussed in this report. The qualitative data from open-ended questions were also analyzed to identify key themes. These findings are reported in the following section.

Findings

This section summarizes the findings from interviews with scholarship beneficiaries. First, we look at the employment status of graduates who received scholarships. Then, we focus on those graduates who were not able to find employment in the education sector and discuss the obstacles they reported facing in their job search. Finally, we consider graduates who are employed, looking at what they specialized in at the University of Liberia and how well they felt that their coursework and other program experiences prepared them for their professional roles in education.

Employment status of graduates interviewed

To get a sense of graduates' current employment, we asked interviewees about their employment status and the positions in which they were working. As indicated in Table 1, which looks at the employment status of 2012 and 2013 graduates, 71% (22 of 31) of the graduates interviewed in this study were employed, while 29% (9 of 31) were either unemployed or had not yet received any confirmed education assignment. The employment rates were very different for 2012 versus 2013 graduates. Indeed, most 2012 graduates – 12 of 13 (92.3%) – were employed, while only 10 of 18 (55.6%) 2013 graduates were employed. That fewer 2013 graduates were able to find employment may suggest that they completed their studies during a period when it was more challenging to find employment in the education sector or that gaining employment requires additional time.

Table 1: Employment status of graduates

	2012 graduates		2013 graduates		Total graduates	
	#	%	#	%	#	%
Number of graduates who reported being employed	12	92.3%	10	55.6%	22	71.0%
Number of graduates who reported being unemployed	1	7.7%	8	44.4%	9	29.0%
Total	13	100%	18	100 %	31	100%

Turning to the types of employment that graduates gained, Table 2 shows that graduates work in a range of positions, including as teachers, school administrators, District Education Officers (DEOs), and trainers. Interestingly, graduates most commonly worked not as teachers but as school administrators (e.g., principals, vice principals, or registrars). Of the 22 employed graduates, 9 held administrative positions in preschools, primary schools, or secondary schools, though graduates worked as administrators only in private schools. Overall, 5 out of 9 graduates with administrative positions were performing this role in primary schools. Two graduates reported working as preschool administrators, while another two graduates reported working as secondary school administrators.

The second most common position held among graduates was that of teacher: 7 of 22 graduates reported that they work as teachers. Both public and private teaching positions were reported, but more graduates – 5 of 7 who work as teachers – teach in the private sector. Of the 7 graduates who are teachers, 3 work at the primary school level (all in the private sector) and 4 work as the secondary school level (2 in private schools and 2 in public schools).

Graduates also reported employment in a range of other positions, including 2 as DEOs, 1 as a teaching assistant at the university level, 2 as trainers, and another in an unspecified position at the University of Liberia. That graduates entered such roles suggests that they may have been competitive for positions for which their degrees are relevant but for which their training was not directly designed.

Table 2: Graduates' employment category

	2012 graduates		2013 graduates		Total Graduates	
	#	%	#	%	#	%
Private school administrators						
Private preschool administrators (principal, vice principal, registrar)	2	16.6%	-	-	2	9.1%
Private primary school administrators (principal, vice principal, registrar)	3	25.0%	2	20.0%	5	22.7%
Private secondary school administrators (principal, vice principal, registrar)	-	-	2	20.0%	2	9.1%
Private school teachers						
Private secondary school teachers	1	8.3%	1	10.0%	2	9.1%
Private primary school teachers	-	-	3	30.0%	3	13.6%
Public school teachers						
Public secondary school teachers	1	8.3%	1	10.0%	2	9.1%

	2012 graduates		2013 graduates		Total Graduates	
	#	%	#	%	#	%
Other positions in education						
DEOs	1	8.3%	1	10.0%	2	9.1%
Teaching assistants	1	8.3%	-	-	1	4.5%
Trainers	2	16.6%	-	-	1	4.5%
University of Liberia	1	8.3%	-	-	1	4.5%
Total persons employed:	12	100%	10	100%	22	100%

It is also useful to consider when graduates gained their current employment. Most graduates interviewed for this study began in their current positions the year they graduated from the University of Liberia or afterwards. As Tables 3 and 4 show, 7 of 12 of the 2012 graduates gained their employment the year they graduated or after graduation, and this was the case for an even higher proportion – 8 of 10 – of the 2013 graduates. Tables 3 and 4 also show that graduates who gained high profile jobs, as DEOs, trainers, or school administrators, more often gained these positions in the year they graduated or afterwards. This may suggest that their qualifications (or imminent qualifications) helped make them competitive for such jobs. It is also interesting to note that some graduates were employed even before the final year of their program, and that this was more common among 2012 graduates than 2013 graduates.

Table 3: When 2012 graduates gained their current employment

Position	Total number of currently employed 2012 graduates	Graduates who gained employment prior to graduation (in 2011 or earlier)		Graduates who gained employment in the final year of their studies or after graduation (in 2012 or later)	
		#	% (of total # of employed 2012 graduates)	#	% (of total # of employed 2012 graduates)
Unknown	1	-	-	1	8.3%
DEO	1	-	-	1	8.3%
Teaching assistant	1	1	8.3%	-	-
Trainer	2	-	-	2	16.7%
University of Liberia	1	1	8.3%	-	-
Private preschool administrator	2	2	16.7%	-	-
Private primary school administrator	2	1	8.3%	1	8.3%
Private secondary school teacher	1	-	-	1	8.3%
Public secondary school teacher	1	-	-	1	8.3%
Grand total	12	5	41.6%	7	58.3%

Table 4: When 2013 graduates gained their current employment

Position	Total number of currently employed 2013 graduates	Graduates who gained employment prior to graduation (in 2012 or earlier)		Graduates who gained employment in the final year of their studies or after graduation (in 2013 or later)	
		#	% (of total # of employed 2013 graduates)	#	% (of total # of employed 2013 graduates)
DEO	1	-	-	1	10.0%
Private primary school administrator	2	-	-	2	20.0%
Private primary school teacher	3	1	10.0%	2	20.0%
Private secondary school administrator	2	-	-	2	20.0%
Private secondary school teacher	1	1	10.0%	-	-
Public secondary school teacher	1	-	-	1	10.0%
Grand total	10	2	20.0%	8	80.0%

Reasons for unemployment and challenges in the job-seeking process

To provide a sense of the challenges female scholarship recipients faced in seeking employment, this study asked currently unemployed graduates about why they felt they were not able to find a job. Since more 2013 than 2012 graduates were unemployed at the time of the interviews, the challenges discussed below more strongly reflect the experiences of 2013 graduates.

Table 5: Reported reasons why graduates have not found work in the education sector

	2012 graduates	2013 graduates	Total
On stand-by for employment from the MoE	-	3	2
Applied for jobs but no responses received	-	1	1
Getting a job requires bribery, nepotism, or other corrupt measures	1	-	1
MoE promised employment but also advised seeking other opportunities	-	1	1
No job openings in the education sector	-	1	1
MoE suspended hiring of new teachers or staff	-	1	1
Positions being recruited for were in places a graduate did not want to work	-	1	1

A common theme that emerged from responses is that there are limited or no opportunities currently available in the education sector. Four responses specifically reference the Ministry of Education, suggesting that graduates may have been interested in but unable to get public sector education positions. Some responses – such as one from a graduate who reported being on

“standby” or another from a graduate who said she “went to the MoE but was told to wait” – imply that graduates may be available for public sector education jobs when positions open. One graduate offers a slightly different picture of job prospects, explaining that the problem is not a *lack* of education positions but rather that the only education positions available were *in areas where she was not interested in working*.

Together, these responses suggest that hiring prospects were limited at the time of interviews and that 2013 graduates, in particular, may have finished their schooling at an inopportune moment to enter the public education sector, at least in positions and areas they deem desirable. However, unemployed graduates may still be interested in and available for government teaching jobs that open up.

Preparation for employment in education

In addition to following up on graduates’ employment status and on challenges that unemployed graduates faced in seeking a job, this study examined the extent to which the graduates who were employed in the education sector felt their degree programs prepared them for their work roles. To examine this, we first consider how well graduates thought their training at the University of Liberia prepared them for their positions. Then, we report on the program specializations of graduates to provide a general sense of how specializations aligned with work roles.

To learn about female scholarship recipients’ perceptions of their coursework and other program experiences (i.e., practice teaching), each of the 22 currently employed graduates was asked to consider eight elements of their University of Liberia program and to report *how well* each element prepared them for their current position. Respondents rated each element on a four-point scale that ranged from “not at all” to “to a great extent.” Table 6 reports the ratings from 2012 graduates, while Table 7 reports the ratings from 2013 graduates.

The responses from both the 2012 and 2013 graduates attest that currently-employed graduates had positive impressions of their training. Indeed, looking at average perceptions across all courses and training, 67% of currently-employed 2012 graduates felt their training had prepared them “to a great extent” (the highest rating) and 25% felt it had prepared them “to a moderate extent” (the second highest rating). Of currently-employed 2013 graduates, 70% felt their training had prepared them “to a great extent” and 19% felt it had prepared them “to a moderate extent.”

Table 6: 2012 graduates' perceptions of how well university training prepared them to work as educators

Courses/Training Experiences	2012								
	Not at all		To a limited extent		To a moderate extent		To a great extent		Total
	#	%	#	%	#	%	#	%	
Educational Psychology	0	0%	0	0%	3	25.0%	9	75.0%	12
Testing and Evaluation	0	0%	0	0%	5	41.7%	7	58.3%	12
Curriculum Innovation and Methodology I	1	8.3%	1	8.3%	6	50.0%	4	33.3%	12
Curriculum Innovation and Methodology II	1	8.3%	1	8.3%	5	41.7%	5	41.7%	12
Guidance	0	0%	1	8.3%	1	8.3%	10	83.3%	12
School Administration	0	0%	2	16.7%	2	16.7%	8	66.7%	12
Instructional Materials for Testing	0	0%	1	8.3%	1	8.3%	10	83.3%	12
Practice Teaching	0	0%	0	0%	1	8.3%	11	91.7%	12
Total	2	2.1%	6	6.3%	24	25.0%	64	66.7%	96

Table 7: 2013 graduates' perceptions of how well university training prepared them to work as educators

Courses/Training Experiences	2013								
	Not at all		To a limited extent		To a moderate extent		To a great extent		Total
	#	%	#	%	#	%	#	%	
Educational Psychology	0	0.0%	2	20.0%	1	10.0%	7	70.0%	10
Testing and Evaluation	0	0.0%	0	0.0%	3	30.0%	7	70.0%	10
Curriculum Innovation and Methodology I	1	10.0%	1	10.0%	3	30.0%	5	50.0%	10
Curriculum Innovation and Methodology II	1	10.0%	2	20.0%	2	20.0%	5	50.0%	10
Guidance	0	0.0%	0	0%	2	20.0%	8	80.0%	10
School Administration	0	0.0%	1	10.0%	3	30.0%	6	60.0%	10
Instructional Materials for Testing	0	0.0%	1	10.0%	1	10.0%	8	80.0%	10
Practice Teaching	0	0.0%	0	0.0%	0	0.0%	10	100%	10
Total	2	2.5%	7	8.8%	15	18.8%	56	70.0%	80

Looking at specific courses and training, both 2012 and 2013 graduates awarded the most positive ratings to the same three program elements. These top-rated elements were: 1) practice teaching, which 92% of 2012 and 100% of 2013 graduates felt had prepared them “to a great extent” for their work; 2) Instructional Materials for Testing, a course that 83% of 2012 graduates and 80% of 2013 graduates felt had prepared them “to a great extent;” and 3) Guidance, a course

that 83% of 2012 graduates and 80% of 2013 graduates felt had prepared them “to a great extent.”

While ratings were favorable overall – for any course or training over 70% of ratings were in the top two rating categories, certain courses received relatively more negative ratings. Among 2012 graduates, the three courses that received the most negative ratings were: 1) Curriculum Innovation and Methodology I, 2) Curriculum Innovation and Methodology II, and 3) School Administration. For all three of these courses, 17% of responses fell under the two more negative ratings (“not at all” and “to a limited extent”). The 2013 graduates gave their most negative ratings to two of these same courses, 1) Curriculum Innovation and Methodology I and 2) Curriculum Innovation and Methodology II, where 20%-30% of responses fell under the two more negative ratings.

Employed graduates’ areas of specialization:

Turning to the degree specializations of scholarship recipients, we now consider whether currently-employed graduates focused on primary or secondary education during their university training. As presented in Table 8, 6 of 22 graduates specialized in secondary education. This is about the same number as currently work in secondary education as teachers or administrators, though graduates who specialized in secondary education are not necessarily the same graduates who are currently working at that school level. The majority of currently-employed graduates specialized in primary education (16 of 22 or 73%). However, as presented earlier in the findings, only 36% of employed graduates work in primary schools as teachers or administrators. This discrepancy between specializations and employment is expected given that several graduates were employed outside of schools as DEOs or at universities. Also, even if graduates were working outside their specialization, the majority of graduates reported feeling well-prepared or at least moderately well-prepared for their professional roles.

Table 8: Program areas and specializations of graduates who are currently employed

Program Areas and Specializations	2012 graduates		2013 graduates		Total	
	#	%	#	%	#	%
Primary Education	8	66.6%	8	80.0%	16	72.7%
Language Arts and Social Studies	8	66.6%	6	60.0%	14	63.6%
Mathematics and Science			2	20.0%	2	9.1%
Secondary Education	4	33.3%	2	20.0%	6	27.3%
Business Education	1	8.3%	1	10.0%	2	9.1%
General Education	3	25.0%	1	10.0%	4	18.2%
Total	12	100%	10	100%	22	100%

Conclusion

This study followed up with 2012 and 2013 female graduates who received scholarships to attend the Teachers College at the University of Liberia. Of the 39 women who graduated in 2012 and 2013 and who received USAID-LTTP-provided scholarships, 31 were interviewed for this study. These graduates were asked about their employment status, the challenges they faced in seeking education sector positions if they were unemployed, and how well their university training prepared them for their professional roles if they were employed at the time of the interviews.

One of the key findings of the study is that the majority – 22 of 31 – female graduates have successfully gained employment in the education sector. However, the employment rates are very different for 2012 versus 2013 graduates. Of 2012 graduates, almost all (12 of the 13) are employed, while just over half (10 of 18) of 2013 graduates are employed.

Another important finding is that graduates work in a variety of different positions in the education sector, including as private primary and secondary school teachers; public secondary school teachers; school administrators at private preschools, primary schools, and secondary schools; DEOs; and trainers. The most common position for graduates was as an administrator in private schools (40.9% or 9 of 22 employed graduates). This was followed by work as a teacher (31.8% or 7 of 22 employed graduates), with most teaching positions held in private schools (5 of 7 graduates in teaching positions work in private schools).

That so many of the graduates who are employed as administrators or teachers work in the private sector may suggest it is easier to find private sector employment or that private sector jobs are more appealing, and future research may need to follow up on this issue. It is also interesting to note that most of the graduates obtained employment in the education sector either in their final year or after their graduation from the program. Specifically, 7 of 12 scholarship recipients who graduated in 2012 gained their employment either in their final year or after graduation, while 8 of 10 2013 graduates gained employment either in their final year or after their graduation from the program.

Of graduates who were unable to find employment, many reported that the main obstacle in their job search was a lack of education positions, particularly public sector positions. One unemployed graduate suggested that teaching positions were available but only in places that she did not consider desirable to work or live.

Another finding of this study is that, overall, most graduates who are currently employed felt that their coursework prepared them well or at least moderately well for their professional roles. Graduates felt particularly positive about the role that the following three elements of their degree programs played in preparing them for their professional roles: 1) practice teaching, 2) a course on instructional materials for teaching, and 3) a course on guidance.

In sum, the findings of this study suggest that the women who participated in and graduated from the University of Liberia with LTTP-funded scholarship support have, for the most part, entered the education sector as hoped. However, few of the scholarship recipients became teachers in public schools and none became teachers in public primary schools. Nevertheless, some unemployed graduates may still be interested in joining the public teaching force if positions become available. These unemployed female education graduates represent a pool of qualified teachers who could be productively employed in public schools in Liberia.

References

Government of the Republic of Liberia/Ministry of Education. (2013). *Education Statistics for the Republic of Liberia – National Statistical Booklet 2013*. Monrovia, Liberia: Ministry of Education.

Annex

Survey Questionnaire

Q1) In what year did you complete your undergraduate studies?

Q2) In what program did you study?

Q2.1) What was your major?

Q2.2) If 'Other program', (please specify)

Q3) Were you employed in the education sector before you graduated from this program at the University of Liberia?

Q4) Which county were you assigned in?

Q4.1) Which district were you assigned in?

Q5) Which of the following categories apply to your employment (prior to graduation)?

Q5.1) If 'Other employment category', (please specify)

Q6) What year were you first employed in the education sector (prior to graduation)?

Q6.1) If 'Other employment year,' (please specify)

Q7) Are you currently employed in the education sector?

Q8) Which county are you currently assigned in?

Q8.1) Which district are you currently assigned in?

Q9) Is your current job in the education sector the same or different than the one you had before you graduated?

Q10) When did you get education sector job that you currently hold?

Q10.1) If 'Other education year', (please specify)

Q11) Which of the following categories apply to your employment (obtained after graduation)?

Q11.1) If 'Other employment category after graduation', (please specify)

Q12) If you have never been employed in the education sector, have you sought employment in the education sector?

Q13) Why do you think you were not able to get a job in the education sector?

Q13.1) If 'Other reason that you were not able to find job,' (please specify)

Q14) Why have you not pursued employment in the education sector?

Q14.1) If 'Other reason that you did not pursue employment,' (please specify)

Q15) Now, I'd like to ask you about your experience during the Education program at the University of Liberia. Please indicate to what extent the following courses or other required degree program activities helped prepare you to be an effective educator. Use the following scale for your responses:

Not at all | To a limited extent | To a moderate extent | To a greater extent

Courses and other required activities

Educational Psychology

Testing and Evaluation

Curriculum Innovation and Methodology I

Curriculum Innovation and Methodology II

Guidance

School Administration

Instructional Materials for Testing

Practice Teaching

Q16) Finally, is there anything else that you would like to add to help improve the finding of this study?

Q16.1) If "Yes", please provide your input.